

Groupwork 26th September

Contributions

BT11 JUN 08, 2018 12:39PM

Group 10

How do we know we are moving forward, and in the right direction?

- **What kind of indicators can help monitor the implementation and the impact of the new model?**
 - o Teachers' needs being met;
 - o The number of joint R&D projects between universities and schools;
 - o Changes in teachers' and teachers' trainees practices, beliefs, attitudes (such as the shift from individual to collective orientation).
- **Is there an existing evaluation framework to integrate such indicators?**
- How communication should use these indicators for transparency purpose?

Monitoring implementation is about monitoring process quality, while monitoring the impact can be about monitoring the quality of the product or the result. How can we use quantitative indicators to measure qualitative processes? We can identify indicators that should be present to ensure or indicate good implementation. However it is the pupils' or students' outcome that is the ultimate measure of how well we have succeeded with the development of practice and implementation of the new model.

We already experience that the co-operation between schools and universities bear fruits, so we can see signs that indicate that we are on the right path. However, can we measure this? We need to develop the teachers and the teachers' educators teaching. This is also in essence about development of the teachers profession.

Measuring students' outcome after a change of paradigms, as the «Fagfornyelsen» represents, might call for a different evaluation framework, than the current grading system is. We need ways to express students' achievement and development of process quality, i.e. how well are students learning how to learn?

Table 14

C

Group 15 - arguments to a new government:

1. The model is based on the Nordic model, including the three party model.
2. The model is based on a ksk syn that fits well with new curriculum emphasizing in-depth learning

3. The model is designed in a way that emphasises synergies between classroom practice and teacher education. Meaning the model is supporting important organisational development both at school and university levels.

Using data from surveys to follow the development, e.g. national student survey and teacher surveys

Group 15 - session after lunch

Indicators:

1. Clarifying roles and responsibilities (emphasising role and responsibilities of school owner), including understanding own and other stakeholders roles and responsibilities.
2. Collaboration between stakeholders at all levels, including collaboration at each school, ensuring collaboration pulling the competence development in the same direction.
3. Analysing and mapping local needs in a way that ensures ownership at school level.

And how to measure them:

- Formative dialogue research
- Surveys, self evaluation through out the process

Group 20 - after lunch

Use the student surveys

Group 9 - session after lunch.

First; we disagree in the understanding of the "model", which can be interpreted as a model for implementation in different counties.

As Universities and university colleges, as well as leaders of school regions, we are developing a model that are sensitizing to the local context.

This implies that we can't think of generic indicators that are just to measure the success of the local version of DEKOMP.

What DEKOMP gives us is a "frame" for local development, were school owners and university (colleges) develops a joint plan for teacher development over a number of years.

In this development, the negotiation between University (colleges) and other partners are the most important engine in the development. And as part of this work, we must set joint goals.

Table 14

How do we know we are moving forward, and in the right direction?

Plans and leadership - Schools. "Where are we going?"
- The Teachers is important. Have to follow a direction and have influence. Evaluations. Indicators. Close to the networks. Cooperation.

Group 21 - task 2. Indicators.

Improvement (or the establishment) of a professional learning community. How to measure this: Interview, questback forms... Improved learning strategies by the students.

Funding cuts: The collaborative partners are all learning through this project (the universities included). This work also improves the teacher education programs (research, teacher student involvement ..).

DECOMP is adaptive and can serve changing needs in the various schools.

Group 9

Main two dimensions from our discussion:

Improved learning experience for students

Quality is here understood on a number of different analytical Levels. From the classroom and the School in the first two bullet points, to the context for development across institutions and in Teacher Education.

This is also related to the tension in the bulletpoints between the empirical understanding of Quality and the normative understanding of the term.

We have discussed five Dimensions of Quality in relation to "improved Learning experience for students"

First: How to measure quality? what kind of indicators do we have for "Learning experience" Rich data is a keyword here, and most of the Norwegian discourse around "Learning experience" is related to a number of items in Elevundersøkelsen.

We also know that previous studies show how improved Learning outcome when implementing competence Development in a "cascade-model".

Third: It is essential to bring in student voice when discussing "Learning experience"

Also from a student / pupils perspective: Quality means different thing because students are different

Fourth: Assessment: How we assess influence Quality and what we

mean With quality.

Improved capacity of Teachers

First, "capacity" is not the correct translation of the Norwegian term.

We discussed "Teachers" as inquiry oriented and professional developers of their own knowledge. This implies that we need to trust Teachers in their collaborative work on developing their own Professional community in Schools - and also across Schools.

Group 15

1. To have an enquiry approach to changing classroom practice
2. To build environment of trust and supporting relations between colleagues at the school and between schools and universities
3. To have a dynamic view on knowledge

Group 4

point 2:

schoolbased targets

teacher observation

just one Project

ability to change

point 3:

School leaders must own the Project

UH needs to priority Dekom

Dekom needs to give credits to teacher educator

Group 6

2 dimensions for our table;

Leadership both dimensions (school ownership and universities) quality through collective capacities

Group 22

1. Improved Learning experience for students:
 - relevans for the students
 - dialog with the student about the relevans in education
 - relevans of the learning metode
 - learn to use the Learning individuelt and kollektiv in thir work and practical
2. stretched relationship between university and Schools

Group 13: How do we know we are moving forward, and in the right direction

Indicators:

- 1) Qualitative survey in school/municipalities (research)
 - about change and quality in teachers practice
 - students experience of learning processes
 - does research influence practice
 - how DEKOMP influence the leadership of pedagogic processes
- 2) Some existing tests and surveys can be used, but they will not tell us enough, but complementing. Perhaps should some of them be changed to get some answers we don't get now and would be relevant to see effects of DEKOMP

Arguments to go on with DEKOMP:

- the value of partnership between UH- and practise field about quality in education is important. This will take time and should anyway be necessary to strenght teachers educators and in schools.
- school development must and can not be decided only by national governments.
- important that information about this will be communicate to the whole society

Group 20

Improved learning experience for students

Students that is more involved and engaged in their own learning

Students that have action competence to improve their own learning

Improved capacity of teachers

Collaboration between teachers in schools and collaboration between Schools with a focus on students learning and engagement

Strengthened relationship between university and schools

Establish a common understanding of the concept of partnership and school based competence development

Establish a common core in the partnership between UH and schools

Improved capacity of teachers educators

Include learning from partnership with school in to the practice at UH

Establish internal learning structures at UH

OECD

Group 15

What do we mean by quality?

- To have an enquiry approach to changing classroom practice
- To build environment of trust and supporting relations between colleagues at the school and between schools and universities

Group 5

Quality means:

Changes in the classroom is the essence.

The learning/education of teachers, and schools leaders rolle, are important elements here.

To do so, we need to create a school system (1st grade to universitet) and organisations that are constantly changing and developing to adapt to changes in school and society through coloboration.

Indicators:

Working through nettwork is provet, through research, to be a good model to implement knowledge/theory, to model good teaching, assessment etc

Research is needed to see the effect of the implementation.

Discussion in group: Should something such as important as school deveolopment be controlled by local and national political «winds».

Group 12

Dimensions 1+4

That teaching methods must be academically researched

How can we experience proof on how we teach in the classroom? What is the feed back from each student? Do the students notice a difference in the classroom? Are there any signs of improved learning? How do we talk with our students? What is a good learning experience be like?

Using self-assessment is important, but it takes practice, and the teaching education must educate on this. Students need to learn to learn. There is too little mentoring between colleagues.

Schools need to have a culture for loyalty. A good indicator is how many students stay in school. We need an attitude among teachers that 'Yes I want to improve my practice?'

What are the indicators that something happens in the classroom and how to we hear the student's voices?

The students ability to voice what the learning outcome.

Good dialogue. A good indicator is students who wants to learn more. We must learn to better do deal with students experience on learning

How do we improve the capacity of teachers' educators?

The University needs to understand what the modern teaching profession is all about? How are their daily lives? Teachers' educators need to be in contact with the schools and bring their experiences back to the teacher students.

Teachers' educators must be seen as giving relevant education by the schools

A partnership is a two-way road we teach and learn from each other.

Group 8

Task 1

Improved learning experience:

- Redefine quality in inductive improved learning experience for students to meet 21st century skills.
- Change in culture to develop learning experience.
- To change and build a learning environment for students and teachers in the classroom.

Strengthened relationship:

Dialog, equality and leading by governance in stead of hierarchy between UC and schools. :-)

Task 2

Partnership and students involvements. Learning experience as indicator? Data and analytic experience. Collective orientated partnerships leaded by UC and try to find indicators/framework and follow how schools are moving and direction. National existing framework (NP, Examen, a.s.o) are good indicators in long term. Do we need concrete indicators or is it enough to follow the inductive process forward? Use web sites, digital platform to make transparisy.

Task 3

21st skills need new thinking and student involvement and....

Group 1

TASK 1

«Strengthened relationship between UH and schools»

Quality:

*equality in partnership: acknowledge and accept each other's competence

*Relevant, timing, planing

«Improved capacity of teachers»

Quality:

*"short distance" between the classroom and the University

*school development is the teachers development

TASK 2

* There is existing framework for evaluation; "medarbejderundersøkelsen": "elevundersøkelsen"

*Change in Teachers cooperation-time/ meetings:

-Do the School use the time in new ways?

-look at content and organization

Group 3

What do we mean by quality?

Improved Learning experience for students:

- wide definition to the term quality

- quality is more than what can be measured

Improved capacity of teacher's educators

- Collaborate with teachers in the classrooms

- Willing to be flexible in terms of building capacity to change

Group 7

Our main points on Professional learning communities:

1) Working together - testing new approaches in practice

2) Base practical work with changes on analyses on where we are and where we want to go

3) Culture for sharing, testing and failing (prøving og feiling:)

4) Second order reflection (Wackerhausen, 2009). Teachers being able to reflect critical on their own practice.

Teachers needs met.

Concrete goals and signs on effectiveness. Different goals and signs on every level. National tests, Student evaluation - using different already existing measures. Indicators on the follow up service national tests and national students evaluation. We suggest national Indicators with possibilities for local interpretations.

Group 2

What do we mean by quality?

Main Points from our discussion:

Knowledge arises in **dialogue** between parties/**partners**:

UH, county council, , school owners teachers, and students/pupils

So what do we mean with quality?

- New / shared knowledge
- Change of existing practice
- More trust between the parties

- Changed attitudes and a stronger belief in co-creation
- Quality = student voices

How do we know we are moving forward, and in the right direction?

When we reduce the matter of moving forward, to some few indicators, we neglect all the learning narratives of staff and students in all institutions involved. The indicators can never show the whole picture

Some indicators can be:

- Drafts/ models/representations of learning networks
- Increase exchange between institutions including student/ pre-service teachers in practice
- Applications from UH/Schools or kindergartens to NFR and other institutions financing research
- Documented (?) changes as plans, school goals, support for network in/out
- Policy makers/school owners creating space/room resources for their staff
- Questions of relevance in terms of more relevant education in pupil surveys

Group 10

What do we mean by quality?

- **Improved learning experience for students**
- **Strengthened relationship between university and schools**

Improved learning experiences for students and student outcome is the core expression for quality of schools.

Improved capacity of teachers and teachers' educators is a necessity. Therefore strengthened relationship between university and schools is important, since the development of cooperation and co-creation between schools and University is a necessity for improving capacity for both teachers, teachers'educators and the institutions they constitute.

Challenges:

The schools need for development is diverse and broad spectered. Universities meet challenges in answering to these needs. The access to competence on university level is limited. How universities are organized, may hinder the flexibility that is needed. There is a need to develop the culture for how teachers, schools and universities see each other. Combined the necessary practical experience and the theoretical knowledge exists. We need to build the relations and understanding of each others positions through dialogue and co-operation. Teachers need access to the knowledgebase of teachers' educators and universities and research. The universities must be enabled to meet the needs of

schools and teachers. A part of this consists of the universities improved co-operation between the different departments and institutes and development of an organisation that, in addition to what universities are today, are rigged for meeting the schools and teachers need for capacity building.

Table 14

nr.1:

Realising each student's potential (socially, academically, vocationally)

Proficiency in basic skills and learning strategies to ensure upper secondary completion

Nr. 4:

Partnership between the partners. Understanding each other. Relationship. Develop the partnership. Knowledge about sector, about processes and what to do to develop practice.

Group 21

Quality - discussion:

- Improved ability to include all the students (good and poor performers)..
- The teachers professionalism is strengthened.
- Level the university sector and the schools as equal partners.
- Making teaching practice be more research based will increase quality.

Group 17

Improved capacity for teachers:

- Requires teachers (and all actors involved in the model) to be able to integrate various knowledge forms (e.g. experience based knowledge, research based knowledge, student data knowledge)
- Requires to meet the teachers where the local needs are.
- Requires teachers to keep the overall purpose of education alive

School-university partnership:

- Invite the school sector 'in' - into classroom research, into student teacher lectures, etc.

Indicators:

- We believe existing indicator frameworks can be used (e.g. sector indicators, national student data), but should be supported by more systematic data on teachers' professional development.

Group 18

Discussion 1 (before lunch):

Further development of partnership is essential. Teachers need to develop research-informed ways of working and develop their own

practice. Universities and teachers-educators need to incorporate classroom-practices in their research and teaching and must stay informed about changes in schools.

Partnership between schools and universities is much about developing mutual trust and understanding.

Discussion 2 (after lunch):

Indicators should include changes in beliefs and practices among all academics, not just «teacher trainers».

Indicators could include the ability of schools and teachers to systematically establish a knowledge of their own situation before developing development-programmes

Indicators concerning R&D-projects could include how schools and universities work together on making research relevant and accessible for teachers

Group 19

Three main points from our discussion:

What do we mean by quality?

Improved learning experience for students:

- Self efficacy
- Motivation
- Active students, student participation
- The values in "Overordnet del"

Improved capacity of teachers

- Professional learning communities, (cf.kap. 3.5 "overordnet del")
- Capacity building; class management, relational skills, Professional updated,
- Continuous assessment
- Leaders who modellers and are rigging for Learning meetings

Strengthened relationship between univesity and Schools

- Improved capacity of teachers'educators

Gruppe 13 Quality

What do we mean by quality?

- Improved learning experience for students

* too early in the DEKOMP-progress to find any improved/enhanced student learning/results

- improved capacity of the teachers

*the school leadership must be involved even if think "bottom -top"

- Strengthened relationship between university and school
*The involved staff from the universities have to be included as a teachers educators. Not only new recruited for DEKOM

- Improved capacity of teachers'educators

*The teacher educators will be more aware of the new curriculum because of the DEKOMP going on

(To involve the OECD in the DEKOMP is very important!)

Group 16

Quality in DeKomp

The school-sector and the teacher education-sector work to develop a common professional language. Relations between schools and universities are developed over time, to develop a united professional identity, and shared goals that are based on the national principles for education:



Om overordnet del

Overordnet del - verdier og prinsipper for grunnopplæringen er en del av læreplanverket, og den er fastsatt ved kongelig resolusjon 1. september 2017 med hjemmel i opplæringsloven § 1-5. Overordnet del gjelder for grunnopplæringen i Norge. Grunnopplæringen består av grunnskole og videregående opplæring.

UDIR

Group 11

Three main Points from our discussion:

Quality - dimentionis:

- Climate for different opinions
- Time to do changes
- Create lasting renewal and understandings for doing this.
- "Take the best from the old and the best from the New".
- Create learning Meetings in Schools, not only "administrative", logistics meetings.
- Develop something new from the combinations of expirience og science.
- Mutual professional development

Group 1

Three main points from our discussions
